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ABSTRACT

Public opinion about multicultural education in New York State was surveyed with samples ranging from about 200 to over 900 citizens. Three quarters of New York State residents believe that teaching the common heritage and values that Americans share is a very important goal of public education. There is some support for teaching history from the perspective of separate histories and differences of racial and ethnic groups, but only 45 percent considered this "very" important. Three-quarters of the respondents believe that the content of social studies courses should be the same in every state school. Two-thirds disagree that each school should teach social studies based on the ethnic and racial backgrounds of students. A majority disagreed with the statement that students do better if courses center on their own racial and ethnic histories. Almost nine of ten respondents believe that students should be taught both traditional events of United States history and the contributions and experiences of racial and ethnic populations. New York residents tend to believe that teaching children social responsibility and pride in racial and ethnic backgrounds, families, rather than schools, have primary responsibility. Thirty-six tables and 14 graphs present response data. (SLD)

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Because everything else is just guesswork.

NEW YORK STATE UNITED TEACHERS

1991 EDUCATION OPINION SURVEY

FINAL REPORT

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SECTION II

Public Attitudes on the Debate over Multicultural Education in New York State

SECTION II:

PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

ABSTRACT OF FINDINGS

The first part of this section examines public opinion toward two alternate perspectives from which history may be taught. The two perspectives are 'THE SEPARATE HISTORIES AND DIFFERENCES OF AMERICA'S ETHNIC AND RACIAL GROUPS' and 'THE COMMON HERITAGE AND VALUES THAT WE SHARE AS AMERICANS'. Respondents assigned importance ratings to each perspective and then were asked if one was the more important perspective for public schools to teach.

Three-quarters [3/4] of New York State residents believe that teaching THE COMMON HERITAGE AND VALUES THAT WE SHARE AS AMERICANS is a *'very important'* goal of public education. All race segments view this COMMON perspective as important; Most Blacks, Hispanics and Other Non-White persons rated this COMMON perspective as *'very important'* whereas one-quarter [1/4] of Whites rated the COMMON perspective as *'somewhat important'*. Residents from all regions of the state consider the COMMON perspective important. The highest levels of support for this perspective are found in New York City, where eight [8] out of ten [10] residents rate THE COMMON HERITAGE AND VALUES THAT WE SHARE AS AMERICANS as being *'very important'* to teach in public schools.

Although there is support for teaching history from the perspective of 'THE SEPARATE HISTORIES AND DIFFERENCES OF AMERICA'S ETHNIC AND RACIAL GROUPS', the majority of residents do not rate this perspective as *'very important'*. Forty-five percent [45%] say SEPARATE HISTORIES are *'very important'* and thirty-nine percent [39%] rate this perspective *'somewhat important'*. There are differences of opinion across certain demographic factors. Looking first at race, teaching SEPARATE HISTORIES is a significantly more important perspective to Black and Hispanic residents than to the White and Other Non-White residents. Among Whites, support for this SEPARATE HISTORIES perspective falls predominantly in

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the *'somewhat important'* category and one-fifth [1/5] of Whites think this perspective is *'not important at all'*. Differences by region of New York State show that the strongest support for SEPARATE HISTORIES (the highest proportion rating *Very important*) is seen in New York City, followed by the Long Island and City Suburbs, and then by Upstate New York.

When asked which of these two [2] perspectives - 'THE SEPARATE HISTORIES AND DIFFERENCES OF AMERICA'S ETHNIC AND RACIAL GROUPS' or 'THE COMMON HERITAGE AND VALUES THAT WE SHARE AS AMERICANS' is more important than the other for public schools to teach, almost half of the State's population said that COMMON HERITAGE is more important to teach than SEPARATE HISTORIES. However, an almost equal number of residents (four [4] out of ten [10] New Yorkers) believe that the two perspectives are <u>equally</u> important to teach.

Analyzing these opinions by race, we find that White and Other Non-White residents are more inclined than Black and Hispanic residents to rate COMMON HERITAGE the more important perspective. Over half of White residents believe that the COMMON HERITAGE perspective is more important than SEPARATE HISTORIES. One-third [1/3] of Black and Hispanic residents rate COMMON HERITAGE the more important perspective. Just one-fifth [1/5] of these residents select SEPARATE HISTORIES over COMMON HERITAGE, and almost half of Black and Hispanic residents believe that the two perspectives are equally important.

Younger residents are more likely than older to believe that it is important for public schools to teach both of these perspectives. As residents get older, higher proportions focus on COMMON HERITAGE as being the more important perspective.

In order to further examine public opinion on the content and perspective of proposed curriculum changes, five statements were presented to the public. These statements represent the spectrum of arguments from moderate to extreme, which have been involved in the continuing discussion over

multicultural curriculum changes. New York State residents were asked if they agree with, disagree with or have no opinion on each of these statements.

The content of social studies courses should be the same in every school in New York State.

Three quarters of residents [3/4] agree with this statement and one-fifth [1/5] disagree. There is a significant relationship between education level and residents' positions on this statement. As education levels rise, residents disagree with this position in higher proportions.

Each school should teach social studies based on the ethnic and racial backgrounds of the students in that school.

Two-thirds of residents [2/3] disagree with this statement and one-fourth [1/4] agree. As education levels rise, levels of disagreement with this position rise.

Students will do better in school if their social studies courses center on their own ethnic and racial history.

A majority of New York residents (six out of ten) disagree with this statement and almost three [3] in ten [10] agree.

In social studies courses, students should only be taught the traditional events of American history.

Almost three [3] out of four [4] residents disagree with this position and only one [1] in five [5] agrees.

Students should be taught both the traditional events of American History and the contributions and experiences of America's ethnic and racial populations.

Almost nine [9] out of ten [10] New York residents agree with this moderate position.

The association of demographic factors to residents' positions on these statements has been analytically explored. There is a remarkable consistency of opinion across race segments and region of the State. There is, however, a significant relationship between education level of residents and their positions on these statements. Opposition to the extreme positions in the debate on multicultural education increases as level of education increases.

New York residents were asked to assign responsibility to parents or teachers for teaching students certain values and content. For building childrens' pride in ethnic and racial backgrounds, teaching children about social responsibility and values and motivating children to stay in school, most residents assign the responsibility to families over schools For teaching children about contributions made by America's ethnic and racial groups there is a dead even split; half of New York State residents believe that families are most responsible and half believe schools are. There are no significant differences by race or region on any of these factors, which suggests that there is a universal expectation among New York residents that families should accept responsibility for these dimensions of educating children.

In a forced choice question respondents were asked to choose <u>one</u> factor that they believe to be most responsible for children not doing well in school. Four [4] out of ten [10] residents think that '*crime and drugs*' in the neighborhood are responsible, followed closely by the one-fourth [1/4] of residents who think '*poverty*' is most responsible. Only six percent [6%] think that '*not knowing enough about their heritage*' is most responsible for students' poor school performance. Again, there are no statistically significant differences in opinion associated with the race, region of the state, or type of area (city, suburb, rural) in which a person resides.

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

***Do you think it is very important, somewhat important or not important at all that public schools teach** the separate histories and differences of America's ethnic and racial groups?*

***Do you think it is very important, somewhat important or not important at all that public schools teach** the common heritage and values that we share as Americans (mix order)?*
(Question 17A)

	MAIN GOALS OF PUBLIC EDUCATION	
LEVEL OF IMPORTANCE	THE SEPARATE HISTORIES	THE COMMON HERITAGE
Very Important	45.4%	74.1%
Somewhat Important	38.6%	22.3%
Not Important at All	16.0%	3.6%
Total %: **(N)**	**100.0%** **(968)**	**100.0%** **(981)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	RACE/ETHNICITY			
LEVEL OF IMPORTANCE: PUBLIC SCHOOLS SHOULD TEACH SEPARATE HISTORIES	WHITE	BLACK	HISPANIC	OTHER
Very Important	37.2%	73.7%	83.9%	42.6%
Somewhat Important	43.6%	20.3%	14.5%	53.2%
Not Important at All	19.2%	6.0%	1.6%	4.3%
Total %: **(N)**	**100.0%** **(702)**	**100.0%** **(133)**	**100.0%** **(62)**	**100.0%** **(47)**

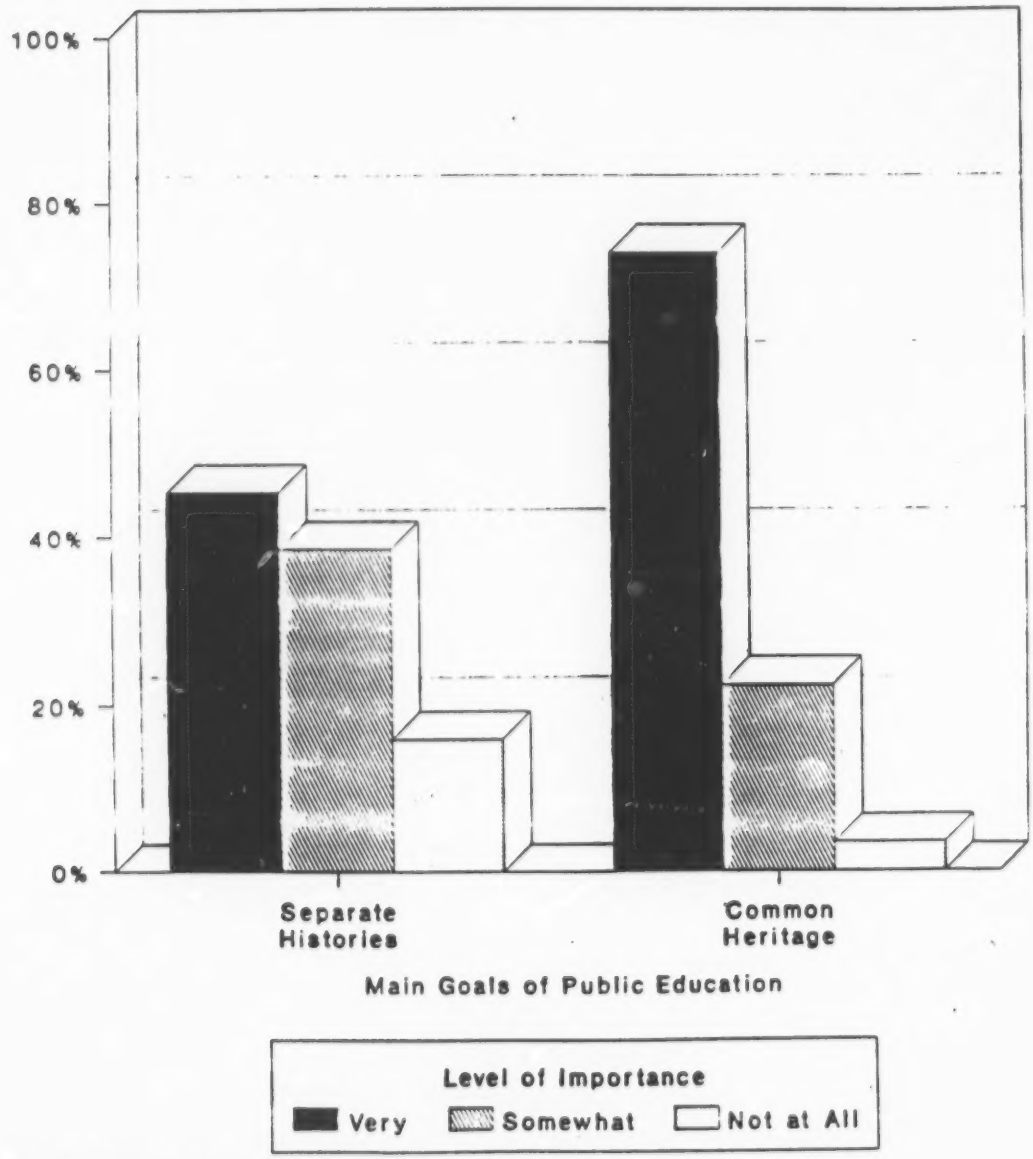
SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	REGION OF NEW YORK STATE		
LEVEL OF IMPORTANCE: PUBLIC SCHOOLS SHOULD TEACH SEPARATE HISTORIES	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Very Important	38.5%	53.5%	42.6%
Somewhat Important	43.2%	33.2%	40.6%
Not Important at All	18.3%	13.4%	16.8%
Total %: **(N)**	**100.0%** **(377)**	**100.0%** **(389)**	**100.0%** **(202)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	RACE/ETHNICITY			
LEVEL OF IMPORTANCE: PUBLIC SCHOOLS SHOULD TEACH COMMON HERITAGE	WHITE	BLACK	HISPANIC	OTHER
Very Important	70.0%	88.8%	87.3%	81.8%
Somewhat Important	26.4%	9.7%	9.5%	13.6%
Not Important at All	3.6%	1.5%	3.2%	4.5%
Total %: **(N)**	**100.0%** **(716)**	**100.0%** **(134)**	**100.0%** **(63)**	**100.0%** **(44)**

LEVEL OF IMPORTANCE OF MAIN GOALS OF PUBLIC EDUCATION



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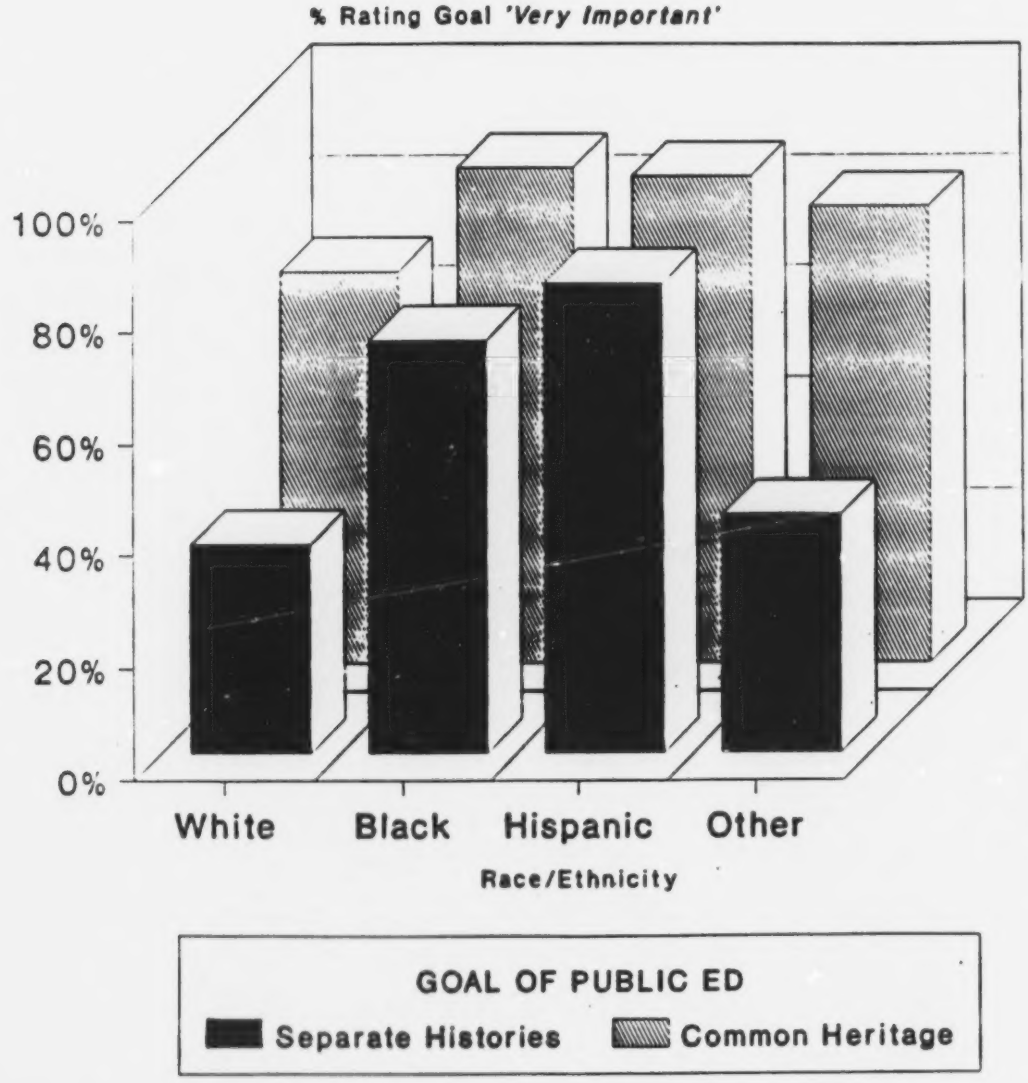
LEVEL OF IMPORTANCE OF MAIN GOALS OF PUBLIC EDUCATION BY RACE/ETHNICITY



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SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

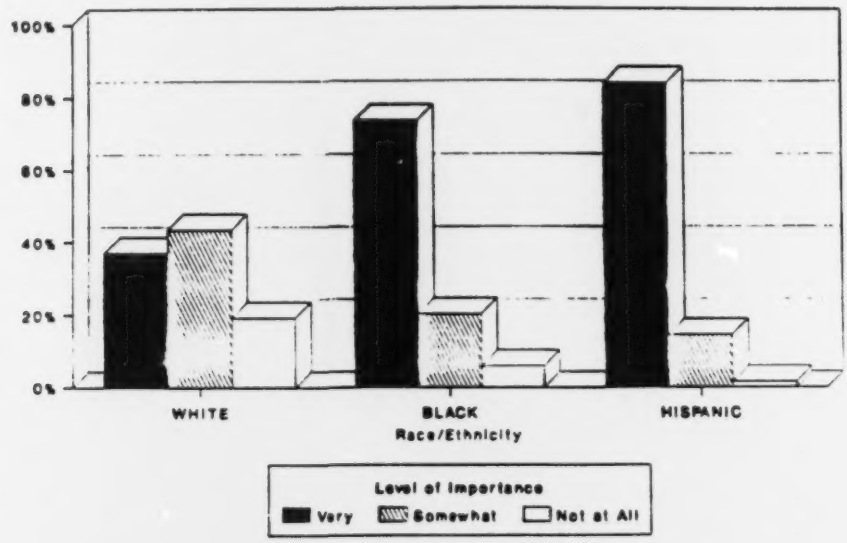
	REGION OF NEW YORK STATE		
LEVEL OF IMPORTANCE: PUBLIC SCHOOLS SHOULD TEACH COMMON HERITAGE	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Very Important	69.2%	80.9%	70.1%
Somewhat Important	27.6%	15.4%	26.0%
Not Important at All	3.2%	3.8%	3.9%
Total %: (N)	**100.0%** (380)	**100.0%** (397)	**100.0%** (204)

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

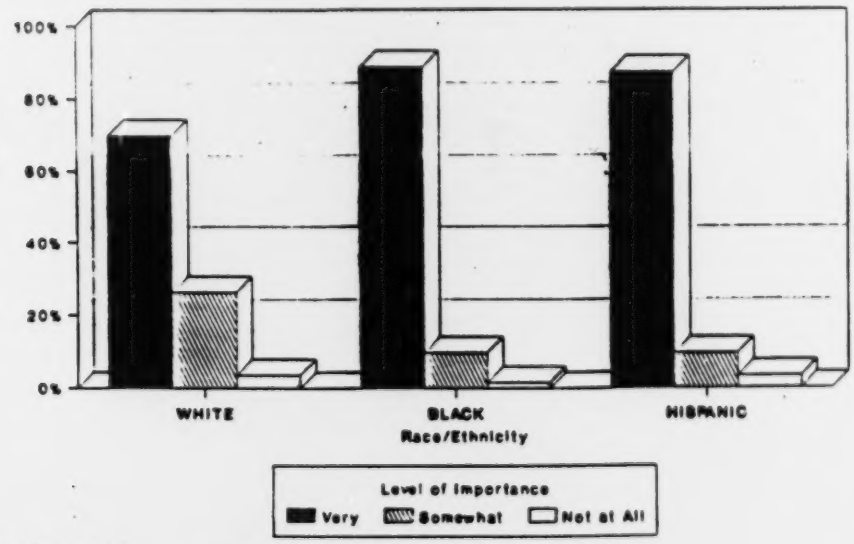
***Is one of these two** (Read factors, mix order) **more important than the other for public schools to teach?** (If yes, **Which One?**) (Question 17B)*

MORE IMPORTANT FOR PUBLIC SCHOOLS TO TEACH	% OF NEW YORK STATE RESIDENTS WITH AN OPINION
Teach the Separate Histories and Differences of America's Ethnic and Racial Groups	11.2%
Teach the Common Heritage and Values that We Share as Americans	48.6%
One is Not More Important than the Other	40.2%
Total %:	**100.0%**
(N)	**(938)**

LEVEL OF IMPORTANCE: TEACH SEPARATE HISTORIES BY RACE/ETHNICITY



TEACH COMMON HERITAGE



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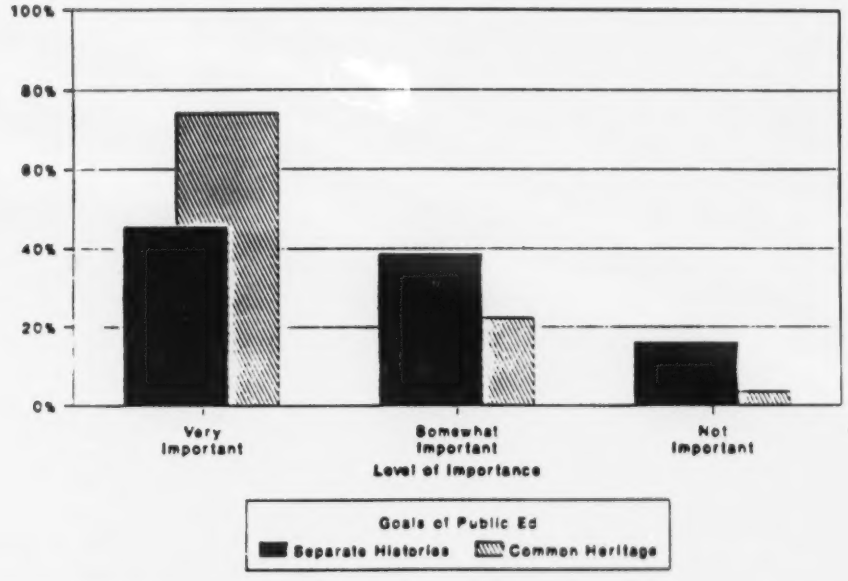
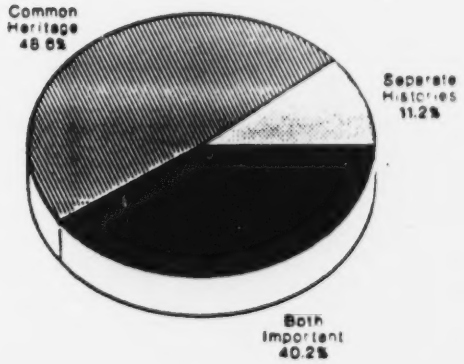
MAIN GOALS OF PUBLIC EDUCATION: BY LEVEL OF IMPORTANCE



WHICH IS MORE IMPORTANT



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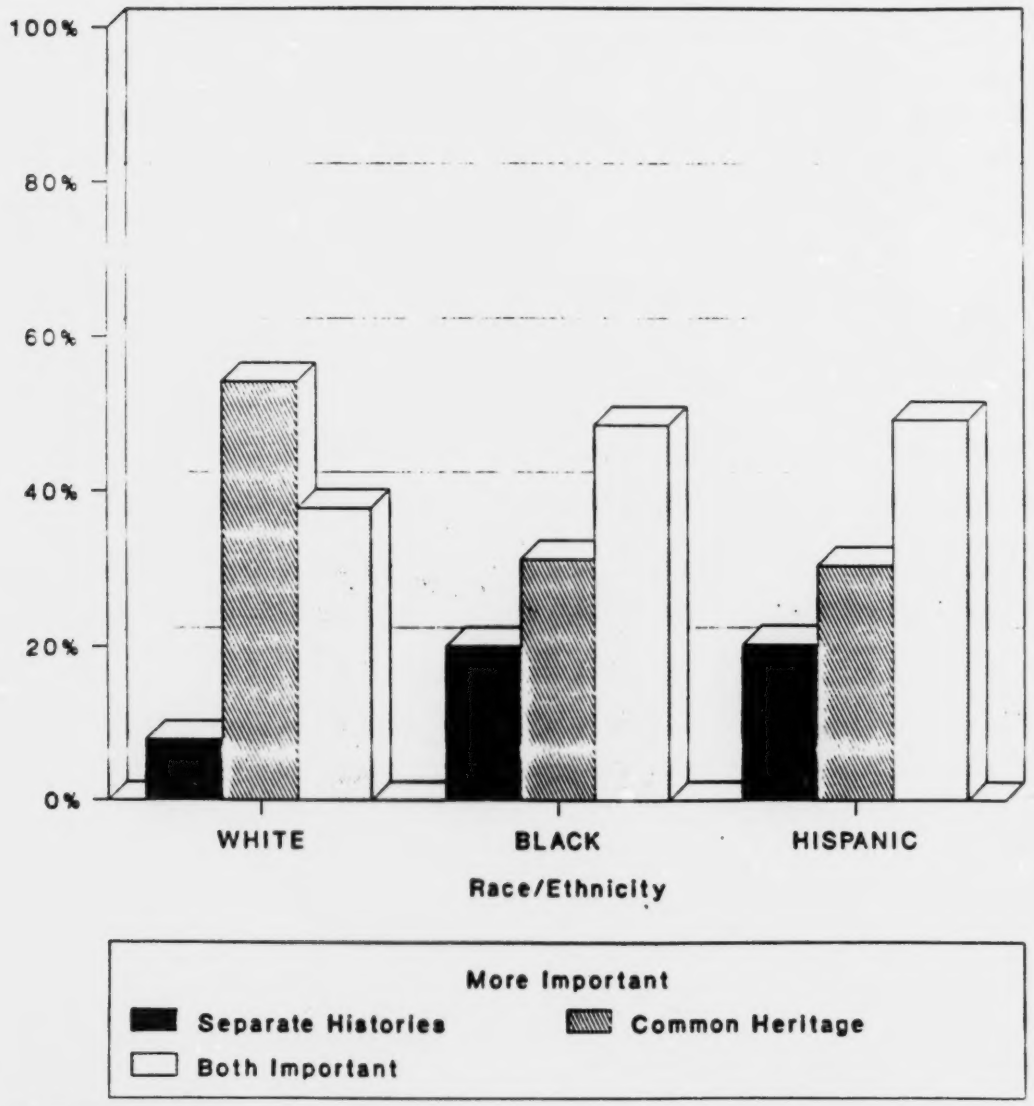
SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	RACE/ETHNICITY			
MORE IMPORTANT FOR PUBLIC SCHOOLS TO TEACH	WHITE	BLACK	HISPANIC	OTHER
Teach the Separate Histories and Differences of America's Ethnic and Racial Groups	8.0%	20.1%	20.3%	20.0%
Teach the Common Heritage and Values that We Share as Americans	54.2%	31.3%	30.5%	44.4%
One is Not More Important than The Other	37.8%	48.5%	49.2%	35.6%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(677)**	**(134)**	**(59)**	**(45)**

MORE IMPORTANCE: GOALS OF PUBLIC EDUCATION BY RACE/ETHNICITY



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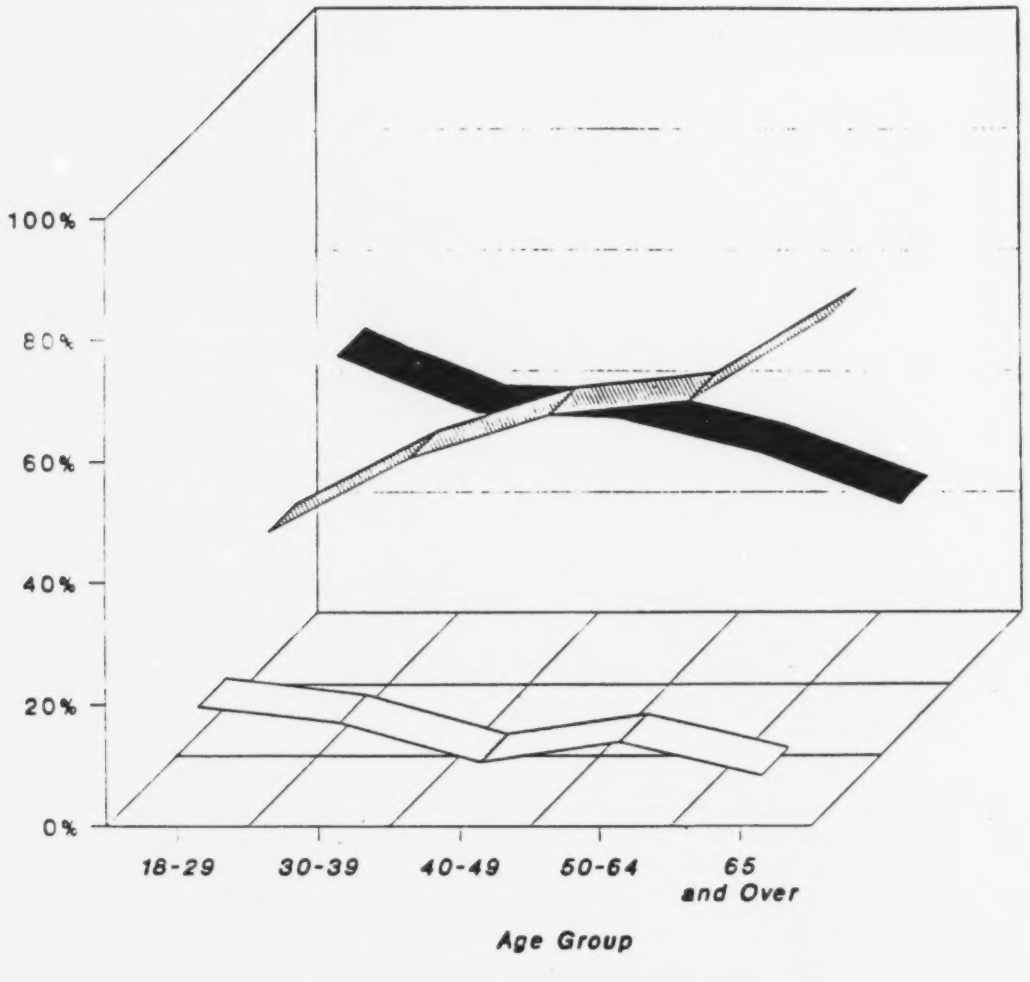
SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	REGION OF NEW YORK STATE		
MORE IMPORTANT FOR PUBLIC SCHOOLS TO TEACH	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Teach the Separate Histories and Differences of America's Ethnic and Racial Groups	7.1%	15.7%	9.8%
Teach the Common Heritage and Values that We Share as Americans	45.3%	48.3%	55.4%
One is Not More Important than the Other	47.5%	36.0%	34.7%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(364)**	**(381)**	**(193)**

		AGE GROUP				
MORE IMPORTANT FOR PUBLIC SCHOOLS TO TEACH	18-29	30-39	40-49	50-64	65 AND OVER
Teach the Separate Histories and Differences of America's Ethnic and Racial Groups	16.1%	13.6%	7.1%	10.4%	4.9%
Teach the Common Heritage and Values that We Share as Americans	33.2%	45.3%	52.5%	54.9%	68.9%
One is Not More Important than the Other	50.7%	41.2%	40.4%	34.8%	26.2%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(223)**	**(243)**	**(183)**	**(164)**	**(122)**

GOALS OF PUBLIC EDUCATION: BY AGE GROUP



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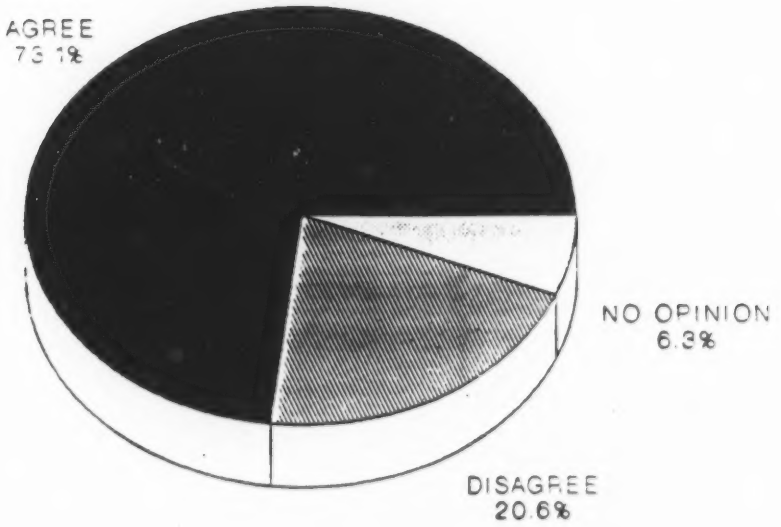
SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

Next, we will read you five statements which represent different points of view in the debate over changes to the social studies courses. Please tell us if you agree, disagree or have no opinion on each statement. *(Read statements, mix order)*
(Question 21)

	OPINION ON STATEMENT			
STATEMENT	AGREE	DISAGREE	NO OPINION	(N)
The Content of Social Studies Courses Should be the Same in Every School in New York State	73.1%	20.6%	6.3%	(1000)
Each School in New York State Should Teach Social Studies Based on the Ethnic and Racial Backgrounds of the Students in that School	24.1%	66.6%	9.3%	(1000)
Students will do Better in School if their Social Studies Courses Center on their own Ethnic and Racial History	28.9%	60.0%	11.1%	(1000)
In Social Studies Courses Students should Only be Taught the Traditional Events of American History	20.0%	72.9%	7.1%	(1000)
Students should be Taught Both the Traditional Events of American History and the Contributions and Experiences of America's Ethnic and Racial Populations	88.5%	5.3%	6.2%	(1000)

Note: Rows sum to 100.0%.

THE CONTENT OF SOCIAL STUDIES COURSES SHOULD BE THE SAME IN EVERY SCHOOL IN NEW YORK STATE



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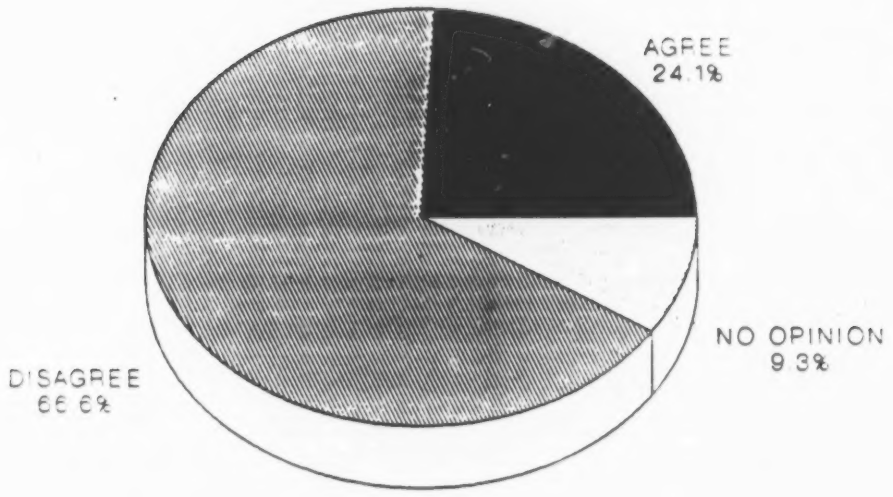
SHOULD TEACH SOCIAL STUDIES BASED ON THE ETHNIC AND RACIAL BACKGROUNDS OF THE STUDENTS IN THAT SCHOOL



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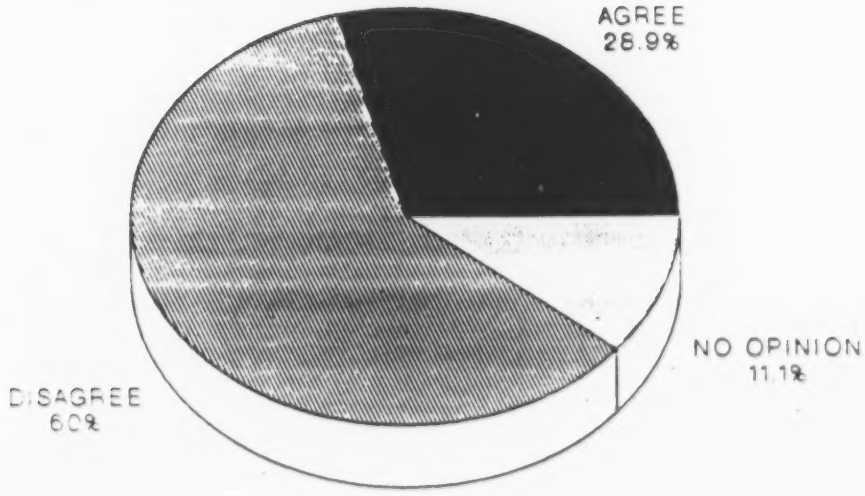
STUDENTS WILL DO BETTER IN SCHOOL IF THEIR SOCIAL STUDIES COURSES CENTER ON THEIR OWN ETHNIC AND RACIAL HISTORY



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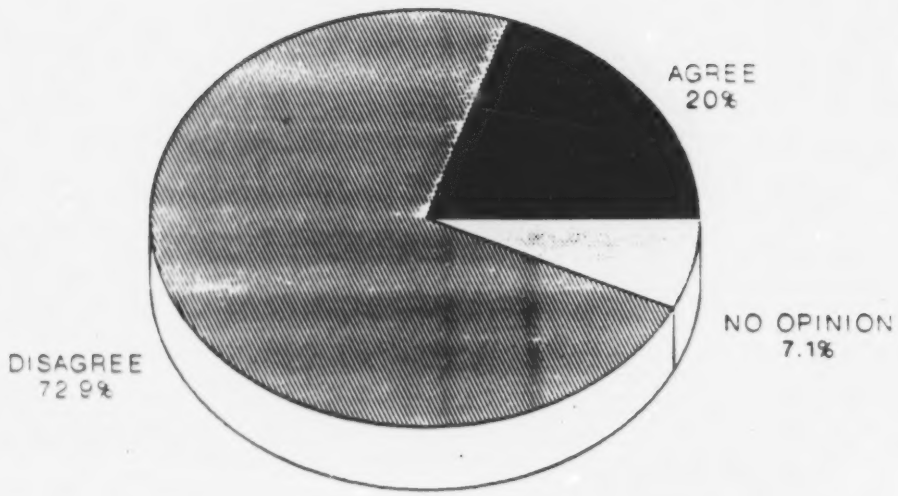
IN SOCIAL STUDIES COURSES STUDENTS SHOULD ONLY BE TAUGHT THE TRADITIONAL EVENTS OF AMERICAN HISTORY



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SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **THE CONTENT OF SOCIAL STUDIES COURSES SHOULD BE THE SAME IN EVERY SCHOOL IN NEW YORK STATE.**

	RACE/ETHNICITY			
OPINION ON STATEMENT	WHITE	BLACK	HISPANIC	OTHER
Agree	72.6%	76.8%	67.7%	75.0%
Disagree	22.3%	14.5%	20.0%	16.7%
No Opinion	5.1%	8.7%	12.3%	8.3%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(725)**	**(138)**	**(65)**	**(48)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **THE CONTENT OF SOCIAL STUDIES COURSES SHOULD BE THE SAME IN EVERY SCHOOL IN NEW YORK STATE.**

	REGION OF NEW YORK STATE		
OPINION ON STATEMENT	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Agree	76.5%	73.2%	66.7%
Disagree	18.9%	19.5%	26.1%
No Opinion	4.7%	7.4%	7.2%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(387)**	**(406)**	**(207)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **THE CONTENT OF SOCIAL STUDIES COURSES SHOULD BE THE SAME IN EVERY SCHOOL IN NEW YORK STATE.**

	LEVEL OF EDUCATION			
Opinion on Statement	High School Grad/GED	Some College/ Associates Degree	Bachelors Degree	Graduate Study/ Degree
Agree	79.0%	74.9%	66.9%	63.9%
Disagree	12.4%	19.2%	27.3%	33.9%
No Opinion	8.6%	5.9%	5.8%	2.2%
Total %:	100.0%	100.0%	100.0%	100.0%
(N)	(347)	(307)	(154)	(183)

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **EACH SCHOOL IN NEW YORK STATE SHOULD TEACH SOCIAL STUDIES BASED ON THE ETHNIC AND RACIAL BACKGROUNDS OF THE STUDENTS IN THAT SCHOOL**

	RACE/ETHNICITY			
OPINION ON STATEMENT	WHITE	BLACK	HISPANIC	OTHER
Agree	21.1%	34.8%	30.8%	31.3%
Disagree	70.6%	54.3%	52.3%	58.3%
No Opinion	8.3%	10.9%	16.9%	10.4%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(725)**	**(138)**	**(65)**	**(48)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **EACH SCHOOL IN NEW YORK STATE SHOULD TEACH SOCIAL STUDIES BASED ON THE ETHNIC AND RACIAL BACKGROUNDS OF THE STUDENTS IN THAT SCHOOL**

	REGION OF NEW YORK STATE		
OPINION ON STATEMENT	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Agree	22.2%	27.8%	20.3%
Disagree	68.0%	63.1%	71.0%
No Opinion	9.8%	9.1%	8.7%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(387)**	**(406)**	**(207)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **EACH SCHOOL IN NEW YORK STATE SHOULD TEACH SOCIAL STUDIES BASED ON THE ETHNIC AND RACIAL BACKGROUNDS OF THE STUDENTS IN THAT SCHOOL**

	LEVEL OF EDUCATION			
Opinion on Statement	High School Grad GED	Some College/ Associates Degree	Bachelors Degree	Graduate Study/ Degree
Agree	29.1%	24.4%	25.3%	13.1%
Disagree	57.1%	66.1%	70.8%	82.0%
No Opinion	13.8%	9.4%	3.9%	4.9%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(347)**	**(307)**	**(154)**	**(183)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **STUDENTS WILL DO BETTER IN SCHOOL IF THEIR SOCIAL STUDIES COURSES CENTER ON THEIR OWN ETHNIC AND RACIAL HISTORY.**

	RACE/ETHNICITY			
OPINION ON STATEMENT	WHITE	BLACK	HISPANIC	OTHER
Agree	27.0%	36.2%	40.0%	20.8%
Disagree	62.6%	50.0%	47.7%	66.7%
No Opinion	10.3%	13.8%	12.3%	12.5%
Total %:	100.0%	100.0%	100.0%	100.0%
(N)	(725)	(138)	(65)	(48)

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **STUDENTS WILL DO BETTER IN SCHOOL IF THEIR SOCIAL STUDIES COURSES CENTER ON THEIR OWN ETHNIC AND RACIAL HISTORY.**

	REGION OF NEW YORK STATE		
OPINION ON STATEMENT	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Agree	27.1%	29.3%	31.4%
Disagree	62.5%	57.1%	60.9%
No Opinion	10.3%	13.5%	7.7%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(387)**	**(406)**	**(207)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **IN SOCIAL STUDIES COURSES STUDENTS SHOULD ONLY BE TAUGHT THE TRADITIONAL EVENTS OF AMERICAN HISTORY.**

	RACE/ETHNICITY			
OPINION ON STATEMENT	WHITE	BLACK	HISPANIC	OTHER
Agree	21.9%	10.1%	16.9%	22.9%
Disagree	71.7%	83.3%	69.2%	68.8%
No Opinion	6.3%	6.5%	13.8%	8.3%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	(725)	(138)	(65)	(48)

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **IN SOCIAL STUDIES COURSES STUDENTS SHOULD ONLY BE TAUGHT THE TRADITIONAL EVENTS OF AMERICAN HISTORY.**

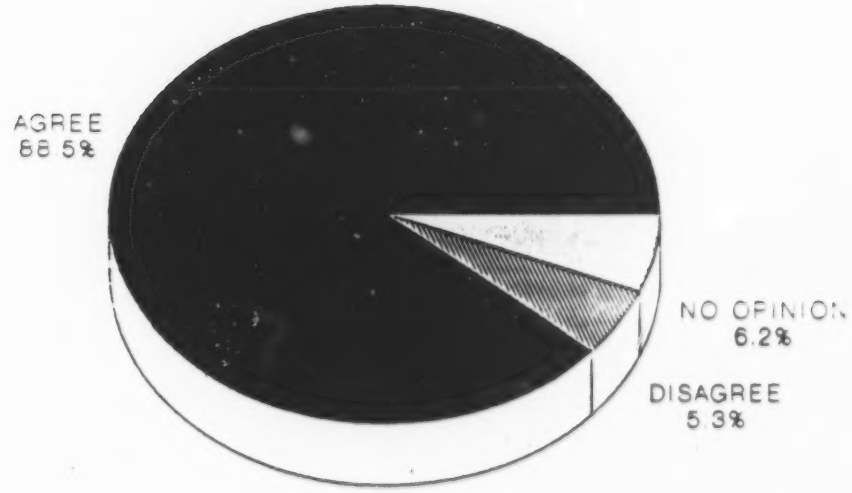
	REGION OF NEW YORK STATE		
OPINION ON STATEMENT	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Agree	20.9%	19.0%	20.3%
Disagree	72.1%	73.9%	72.5%
No Opinion	7.0%	7.1%	7.2%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(387)**	**(406)**	**(207)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **IN SOCIAL STUDIES COURSES STUDENTS SHOULD ONLY BE TAUGHT THE TRADITIONAL EVENTS OF AMERICAN HISTORY.**

	LEVEL OF EDUCATION			
Opinion on Statement	High School Grad/GED	Some College/ Associates Degree	Bachelors Degree	Graduate Study/ Degree
Agree	24.5%	20.2%	17.5%	13.7%
Disagree	63.1%	74.6%	78.6%	83.1%
No Opinion	12.4%	5.2%	3.9%	3.3%
Total %: **(N)**	**100.0% (347)**	**100.0% (307)**	**100.0% (154)**	**100.0% (183)**

STUDENTS SHOULD BE TAUGHT BOTH TRADITIONAL EVENTS AND CONTRIBUTIONS OF AMERICA'S ETHNIC AND RACIAL POPULATIONS



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New York State United Teachers
1991 Statewide Education Opinion Survey

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: STUDENTS SHOULD BE TAUGHT BOTH THE TRADITIONAL EVENTS OF AMERICAN HISTORY AND THE CONTRIBUTIONS AND EXPERIENCES OF AMERICA'S ETHNIC AND RACIAL POPULATIONS.

	RACE/ETHNICITY			
OPINION ON STATEMENT	WHITE	BLACK	HISPANIC	OTHER
Agree	88.3%	91.3%	92.3%	85.4%
Disagree	5.8%	4.3%	1.5%	2.1%
No Opinion	5.9%	4.3%	6.2%	12.5%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(725)**	**(138)**	**(65)**	**(48)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

STATEMENT: **STUDENTS SHOULD BE TAUGHT BOTH THE TRADITIONAL EVENTS OF AMERICAN HISTORY AND THE CONTRIBUTIONS AND EXPERIENCES OF AMERICA'S ETHNIC AND RACIAL POPULATIONS.**

	REGION OF NEW YORK STATE		
OPINION ON STATEMENT	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Agree	87.3%	90.1%	87.4%
Disagree	7.5%	3.9%	3.9%
No Opinion	5.2%	5.9%	8.7%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(387)**	**(406)**	**(207)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

***Next, which do you think should be most responsible for** (Read factor, mix order) families or schools? (Question 7)*

FACTOR	SHOULD BE MOST RESPONSIBLE: FAMILIES	SCHOOLS	(N)
Building Children's Pride in their own Ethnic and Racial Backgrounds	91.4%	8.6%	(983)
Teaching Children About Social Responsibility and Values	88.8%	11.2%	(978)
Motivating Children to Stay in School	81.5%	18.5%	(971)
Teaching Children about Contributions Made to America by Ethnic and Racial Groups	50.1%	49.9%	(963)

Note: Rows sum to 100.0%.

	RACE/ETHNICITY			
MOST RESPONSIBLE FOR BUILDING CHILDREN'S PRIDE IN THEIR BACKGROUND	WHITE	BLACK	HISPANIC	OTHER
Families	92.8%	87.6%	84.6%	91.5%
Schools	7.2%	12.4%	15.4%	8.5%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(712)**	**(137)**	**(65)**	**(47)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	REGION OF NEW YORK STATE		
MOST RESPONSIBLE FOR BUILDING CHILDREN'S PRIDE IN THEIR BACKGROUND	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Families	92.7%	90.3%	90.9%
Schools	7.3%	9.7%	9.1%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(382)**	**(403)**	**(198)**

	RACE/ETHNICITY			
MOST RESPONSIBLE FOR TEACHING CHILDREN ABOUT SOCIAL RESPONSIBILITY AND VALUES	WHITE	BLACK	HISPANIC	OTHER
Families	91.1%	85.6%	76.6%	80.9%
Schools	8.9%	14.4%	23.4%	19.1%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(711)**	**(132)**	**(64)**	**(47)**

	REGION OF NEW YORK STATE		
MOST RESPONSIBLE FOR TEACHING CHILDREN ABOUT SOCIAL RESPONSIBILITY AND VALUES	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Families	92.2%	85.0%	89.5%
Schools	7.8%	15.0%	10.5%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(384)**	**(394)**	**(200)**

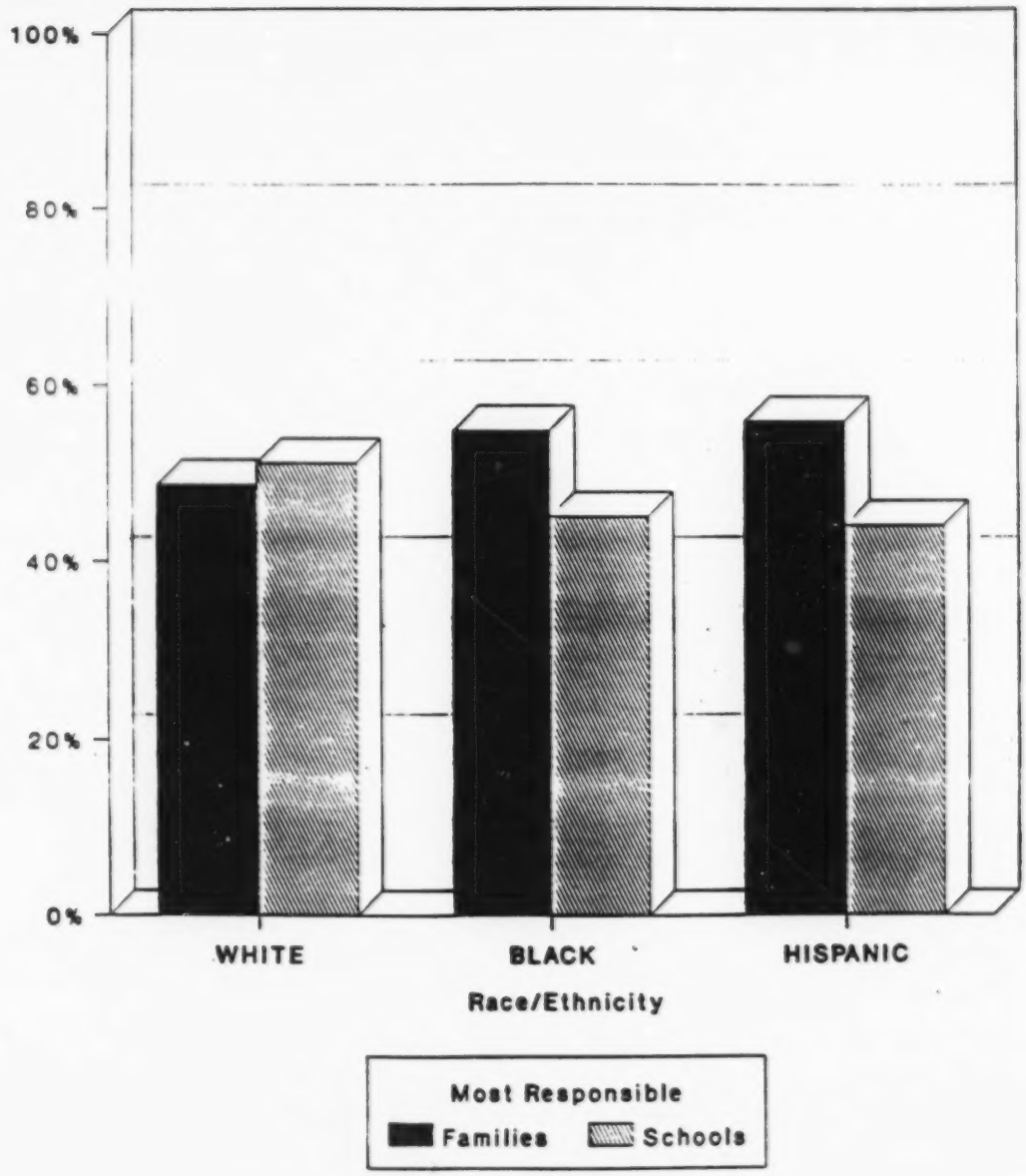
SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	RACE/ETHNICITY			
MOST RESPONSIBLE FOR MOTIVATING CHILDREN TO STAY IN SCHOOL	WHITE	BLACK	HISPANIC	OTHER
Families	81.5%	88.5%	76.2%	66.0%
Schools	18.5%	11.5%	23.8%	34.0%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(708)**	**(130)**	**(63)**	**(47)**

	REGION OF NEW YORK STATE		
MOST RESPONSIBLE FOR MOTIVATING CHILDREN TO STAY IN SCHOOL	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Families	82.2%	80.2%	82.6%
Schools	17.8%	19.8%	17.4%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(376)**	**(394)**	**(201)**

	RACE/ETHNICITY			
MOST RESPONSIBLE FOR TEACHING CHILDREN ABOUT CONTRIBUTIONS MADE TO AMERICA BY ETHNIC AND RACIAL GROUPS	WHITE	BLACK	HISPANIC	OTHER
Families	48.8%	54.9%	55.9%	50.0%
Schools	51.2%	45.1%	44.1%	50.0%
Total %:	**100.0%**	**100.0%**	**100.0%**	**100.0%**
(N)	**(703)**	**(133)**	**(59)**	**(46)**

MOST RESPONSIBLE FOR TEACHING CHILDREN ABOUT CONTRIBUTIONS MADE BY RACIAL AND ETHNIC GROUPS BY RACE/ETHNICITY



SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	REGION OF NEW YORK STATE		
MOST RESPONSIBLE FOR TEACHING CHILDREN ABOUT CONTRIBUTIONS MADE TO AMERICA BY ETHNIC AND RACIAL GROUPS	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Families	51.5%	49.4%	48.7%
Schools	48.5%	50.6%	51.3%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(375)**	**(391)**	**(197)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

***Which one of the following do you think is most responsible for many students not doing well in school** (Read factors, mix order)? (Question 8)*

FACTOR RESPONSIBLE	% OF NEW YORK STATE RESIDENTS
Not Knowing Enough About their Heritage	5.8%
Poorly Funded Schools	17.2%
Poverty in their Neighborhood	24.4%
Crime and Drugs in their Neighborhood	40.7%
No Opinion	11.8%
Total %:	**100.0%**
(N)	**(999)**

	RACE/ETHNICITY			
FACTOR RESPONSIBLE	WHITE	BLACK	HISPANIC	OTHER
Not Knowing Enough About Their Heritage	4.4%	11.7%	6.2%	10.4%
Poorly Funded Schools	15.7%	20.4%	24.6%	20.8%
Poverty in their Neighborhood	24.7%	24.8%	21.5%	22.9%
Crime and Drugs in Their Neighborhood	42.8%	35.8%	36.9%	33.3%
No Opinion	12.4%	7.3%	10.8%	12.5%
Total %: (N)	**100.0% (725)**	**100.0% (137)**	**100.0% (65)**	**100.0% (48)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	REGION OF NEW YORK STATE		
FACTOR RESPONSIBLE	UPSTATE	NEW YORK CITY	NYC SUBURBS AND LONG ISLAND
Not Knowing Enough About their Heritage	5.4%	6.9%	4.3%
Poorly Funded Schools	17.3%	18.0%	15.5%
Poverty in their Neighborhood	28.4%	23.2%	19.3%
Crime and Drugs in Their Neighborhood	38.5%	41.5%	43.5%
No Opinion	10.3%	10.4%	17.4%
Total %: **(N)**	**100.0%** **(387)**	**100.0%** **(405)**	**100.0%** **(207)**

SECTION II: PUBLIC ATTITUDES ON THE DEBATE OVER MULTICULTURAL EDUCATION IN NEW YORK STATE

	TYPE OF AREA		
FACTOR RESPONSIBLE	CITY	SUBURB	RURAL
Not Knowing Enough About their Heritage	4.9%	7.5%	4.7%
Poorly Funded Schools	17.4%	13.1%	23.8%
Poverty in their Neighborhood	24.4%	26.0%	21.2%
Crime and Drugs in Their Neighborhood	41.3%	41.3%	38.9%
No Opinion	12.0%	12.1%	11.4%
Total %:	**100.0%**	**100.0%**	**100.0%**
(N)	**(426)**	**(373)**	**(193)**